



Agriculture Education Beginning Teacher Assistance Program Manual

2024-2025



Welcome from the Director of Agriculture Education

On behalf of the Missouri Agricultural Education profession, I would like to welcome you or welcome back. We believe this program to be beneficial for you as you begin your career in agricultural education. I encourage you to use the program, your mentor and fellow protégés to grow and enhance your education experience. If we at the Ag Ed Section of DESE can be of help, please feel free to reach out.



Keith Dietzschold
Director of Agriculture Education
State FFA Advisor

Congratulations on accepting the challenge of participating in the Career Education Mentoring Program for new and returning teachers. This opportunity will offer growth and learning to both the protégé and the mentor in a collaborative relationship. A goal of the mentoring program is to develop shared connections within the teaching profession. This manual offers a snapshot of the mentoring year and the resulting relationship. The focus is on the journey, not just the destination.

Through the mentoring program, the Missouri Department of Elementary and Secondary Education (DESE) and the Office of College and Career Readiness seek to support the protégé and the mentor in creating a professional learning team. The mentoring program offers an opportunity for some of Missouri's most talented and respected teachers to draw from their experiences and knowledge to enhance the professional skills of new and returning teachers. The mentoring manual contains support materials and suggestions for the mentoring year. The information in the manual is designed for mentors and protégés to guide the mentoring process together.

PARTICIPANTS IN THE MENTORING PROGRAM

The following role descriptions for the Agricultural Education Mentoring Program should provide an understanding of the participants and their relationships.

Mentors:

Mentors are the experienced teachers selected to work with the new and returning teacher protégés throughout the school year.

- Communicates a minimum of twice per month with the protégé to provide support throughout the school year.
- Collaborates with the protégé to identify the needs and matches experiences to meet those needs.
- Offers ideas and strategies on classroom management, including labs, discipline, working with parents, and other needs as indicated by the protégé.
- Attends required mentoring meetings.
- Encourages the protégé to attend professional development meetings.
- Consults with the content advisor and the district supervisor in a timely manner whenever help is needed with the mentoring experience, or no contact is received from protégé.
- Completes the Monthly Mentor Report Form for each protégé and accurately reports what assistance has been provided for the month. **The monthly reports and attendance at the required mentoring meetings will be used to verify the completion of mentor expectations.**
- Completes a Mentor/Protégé Visit report by deadline.
- Completes program evaluation survey in spring. deadlines are noted on the calendar)
- Play an active role in the Agriculture Education community by attending agriculture education professional meetings (i.e. Summer Conference, Area Fall Seminars, District Meetings) and be a Current member of the Missouri Vocational Teachers Association.

Protégé:

Protégés may be new to the profession of teaching, new to the program area, or returning after having been out of the classroom for a time.

- Works closely with the mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help the protégé meet challenges and needs arising in the classroom and when working with students and parents.
- Works with the mentor to better understand and meet the needs of state required reporting and expectations.
- Attends BOTH required mentoring meetings.
- Participates in required meetings with the mentor and other professionals.
- Communicates and responds with the mentor to request advice, resources, and answers to questions.
- Sends documentation of activities to mentor as noted by stated deadlines on the calendar.
- Completes program evaluation survey.
- Notifies the content advisor if no responses from mentor.

Content Advisor (*Professional Development Specialist*)

The content advisor for agriculture education is the Professional Development Specialist. This individual is from the field who serves as the liaison between the DESE staff and the mentoring team to assist with planning and implementing section specific training. The content advisor is familiar with what is expected in today's classrooms and offer guidance in working with students, parents, administrators, other teacher and the DESE staff.

- Keeps open lines of communication with mentor teams monthly starting in early July.
- Keeps open communication with mentor team building administrators at least twice a year. Introduce yourself in August or September.
- Introduces self to mentor/protégé team.
- Works with DESE staff to plan dates for mentor/protégé meetings.
- Creates agendas for all in-person and/or virtual meetings a minimum of one month prior.
- Attends all meetings.
- Ensures all documents are uploaded to the LMS so visible to DESE staff.
- Makes DESE staff aware of any/all concerns in a timely fashion and in writing.
- Provides support to new career education teachers (protégés) who are in the mentoring program through contact, possible school visits, and communication with all involved.
- Collects and reviews information prepared by mentors and protégés at the initial and follow-up meeting(s), as well as mentoring experience reports and visit reports throughout the mentoring year.
- Serves as the primary contact and informational resource in the specific content area for mentors and protégés.
- Shares with mentors (via e-mail, telephone, etc.) information, concerns, or questions arising during the year.
- Shares pertinent information and resources with DESE staff and mentors.
- Gathers information, advice, and recommendations from participants related to the mentoring program and possible future program changes.
- Notifies DESE that mentoring teams have completed their duties.

DESE State Staff

Are individuals at the Department of Elementary & Secondary Education, Office of College, and Career Readiness, involved in the leadership of the Career Education Mentoring Program.

- Identifies new teachers and assists in related follow-up efforts with their administrators to ensure they have the opportunity to participate in the program.
- Identifies suitable mentors for the new teachers in the program and distributes mentor applications.
- Assist in preparing and disseminating the mentoring program manual.
- Provides ongoing input to the management of the program.
- Negotiates issues that arise throughout the year for both protégés and mentors.
- Provides expertise in the content area regarding expectations.

**Keith Dietzschold**

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**Lisa Evans**

Central District Supervisor
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Additional Duties

- Young Farmers
- Adult Committee
- Ag Ed Calendar
- Directory
- Ag. Ed. Enhancement Grant

**Marie Davis**

Northeast District Supervisor
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Additional Duties

- State FFA Executive Treasurer
- Curriculum
- Alumni Executive Secretary

**David Higgins**

South Central District Supervisor
 Southeast District Supervisor
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Additional Duties

- PAS
- FFA Camp
- Post Secondary Committee

**Lee Crabtree**

Northwest District Supervisor
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Additional Duties

- American Degree
- State Degree
- Professional Development Committee

**Jim Spencer**

Southwest District Supervisor
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Additional Duties

- State Fair
- CDE/LDE Committee

**Teresa Briscoe**

Leadership Supervisor
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Additional Duties

- State FFA Executive Secretary

**Kathy Kilmer**

Administrative Assistant
Kathy.kilmer@dese.mo.gov

Focus:

- FFA Membership
- FFA Operations (Camp, State Fair, Convention)
- State Reports; VA3 and VA5

**Tracy Bieri**

Administrative Assistant
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Focus:

- FFA Finances
- Career Education Finances (FV 4)
- State Reports: VA 2

**Heather Eberlin**

Professional Development Specialist
 417-773-9663

Additional Duties

- State-wide professional development
- Content Advisor- Missouri New Teachers Program

The Agriculture Education Mentor:

The agriculture education mentor is an educator that demonstrates excellent ability to manage each part of the three circle models. They are selected to work with the new teacher for two years. During that time, they should impart area and district specifics to help ensure the success of the new teacher. This mentor is also to help assist in the delivery of each part in the three-circle model.

Mentor Selection:

It will be the duty of the District Supervisor and the Content Advisor to select the agriculture education mentors. The following should be considered when selecting the agriculture education mentor.

- Student Engagement in supervised agricultural experience programs
- Diverse population enrollment
- Full-time instructor of agriculture education in a year-round program
- Adequate and up-to-date references and instructional material keyed to the instructional program.
- Have approved certification in the content area and grade range.
- Use course layout and teaching calendars for all classes.
- Have taught agricultural education three years.
- Have a bachelor's degree.

Mentor Expectations:

Once the agriculture education mentor is selected, they should agree to the following expectations:

- Communicate on a regular basis: this should be through calls, in-person visits, texts, emails etc.
- Provide feedback to protégé that will help them to develop in the agriculture classroom, managing supervised agriculture experiences and overseeing the operation of an FFA chapter.
- Offer strategies to help the new teacher develop (i.e., behavior management, community relations, stakeholder engagement, parent engagement, etc.)
- Encourage the new teacher to be active in their professional duties.
- Collaborate with other individuals that will ensure the success of the protégé.
- Plan an active role in the agriculture education community.
- Develop a disposition to professional knowledge and mentoring.
- Establish an effective relationship with protégé.
- Provide direction and support to protégé.
- Model effective teaching and make connections that can be put into practice.
- Use a progressive mindset and support the protégé to nurture and a teacher identity.
- Attend **ALL** Beginning Teacher meetings and workshops that are required by the mentor.
- Communicate a positive outlook on the new teacher's assistance program.
- Effectively communicate with the Content Advisor as well as the DESE State Supervisors.

TIPS ON CLARIFYING THE MENTORING EXPERIENCE:

The following list was designed to help clarify what can be accomplished through the mentoring program. Utilize this list in developing the Individual Mentoring Plan

- Plan an in-person visit to the protégé's school or the mentor's school (optional). Discuss the expectations for the content area.
- Share tips on working with other teachers.

- Brainstorm ideas for helping develop lesson plans.
- Provide sample lesson plans, if appropriate
- Share classroom management techniques.
- Discuss Career and Technical Student Organizations (CTSO) •Examine student work via face-to-face or virtual methods.
- Share reports completed in state reporting.
- Demonstrate record keeping.
- Visit another teacher's classroom in the district and discuss the observation afterward.
- Ask questions to help prioritize issues and concerns.
- Develop an action plan for professional growth.
- Share resources, materials for a curriculum unit, professional readings.
- Attend a workshop together.
- Role model all aspects of professionalism
- Encourage reflection.

Monthly Discussion Topics:

Below are some suggested topics to discuss each month. They are just suggestions and should be seen as such. Discussion with proteges can range from classroom management to chapter management and more!

Year 1

Month	Topic
July	• New teacher checklist • Responsibilities of the New Teacher ○ FFA District ○ Area FFA ○ Local School • Preparing for the start of School • Missouri State Fair Registration • FFA Fundraisers • Chapter Communications • Social media plan
August	• First days of school • First FFA Meetings • Classroom Setup • Shop Setup • FFA Fundraisers • VA Reports for September
September	• National Convention Registration • Ordering FFA Jackets & Supplies • Fall Speakers
October	• National FFA SAE Grant • Spring Bedding Plant Sale • National FFA Convention Names Entry
November	• Hotel Reservation for State FFA Convention • American FFA Degree • Enhancement Grant & 50/50
December	• Degrees (Greenhand, Chapter, State, etc.) • Closing Out Student Recordbooks • Chapter Constitution & Bylaws • Public Speaking Institute

January	• FFA Camp • Leadership Academies • State FFA Degree Selection Process • National FFA Scholarship • FFA Proficiency Awards • FFA Talant • Paying State FFA Convention Invoice
February	• FFA Week • Area/ State Officer Selection • TSA/IRC Contests
March	• Planning Chapter Banquet • Officer Interviews
April	• State FFA Convention • Chapter Banquet • Public Speaking Academy
May	• LEAD Conference • New Officer Meetings • Departmental Inventory • National FFA Convention Housing Reservation • Summer Calendar
June	• State Report • Summer FFA Activities

Year 2

Month	Topic
July	• New teacher checklist • Responsibilities of the New Teacher ◦ FFA District ◦ Area FFA ◦ Local School • Preparing for the start of School • Inventory of shop & equipment
August	• National Teach Ag. Day • VA Reports for September
September	• National FFA Grants (Living to Serve, etc.) • Program of Activities • National Convention Registration • Fall Speakers • National Chapter Award
October	• National FFA SAE Grant • BOAC Grant Application • Spring Bedding Plant Sale
November	• Hotel Reservation for State FFA Convention • American FFA Degree • Enhancement Grant & 50/50 •
December	• Closing Out Student Recordbooks • Chapter FFA Officer Interviews
January	• FFA Camp • Leadership Academies

	• State FFA Degree Selection Process • National FFA Scholarship • FFA Proficiency Awards • FFA Talant • Paying State FFA Convention Invoice • FFA Week
February	• FFA Week • NAAE Awards • Area/ State Officer Selection • TSA/IRC Contests
March	• Planning Chapter Banquet • Officer Interviews
April	• State FFA Convention • Chapter Banquet • Public Speaking Academy
May	• LEAD Conference • New Officer Meetings • Departmental Inventory • National FFA Convention Housing Reservation • Summer Calendar
June	• State Report • Summer FFA Activities

HANDLING CONCERNS BEYOND THE CONTENT AREA:

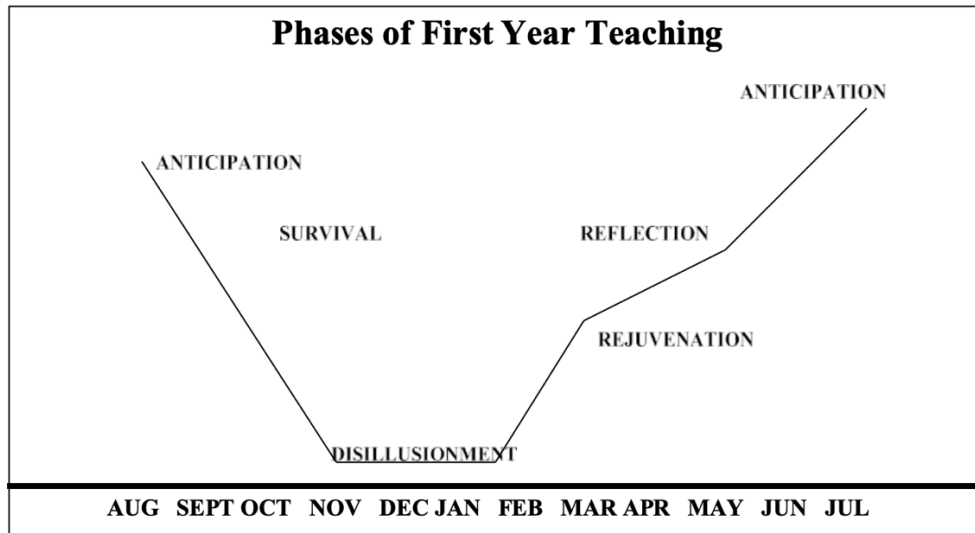
Some problems and issues may surface for the protégés that stem from their school or district. The protégés may be unsure how to handle feelings of being overwhelmed from a perceived lack of assistance, isolation from adults, and exhaustion on a regular basis. They may also be dealing within district communication problems, policy questions, appropriate and timely feedback in their building, and in-service/professional development that doesn't appear to meet their needs. Such problems and issues are more related to the home district. The mentors can show support by encouraging the protégés to seek out someone in the building or district to help with local questions and issues. Protégés may have a mosaic of mentors for support in different venues. The role of the DESE content mentor is to support the work and encourage professional growth in the content area. There will be local needs that a local mentor may better address.

THE IMPORTANCE OF MENTORING:

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and for the mentor. These gifts can be greatly enhanced through understanding, planning, and reflective practices. As with classroom instruction and all endeavors, the magic of the mentoring relationship takes shape through disciplined planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this manual should guide you to a fruitful mentoring relationship. Start with enthusiasm and build confidence through the mentoring year.

PHASES OF FIRST YEAR'S TEACHING:

The school year has ups and downs! In looking at the Phases of First Year Teaching, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new teachers may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced teacher (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: New teacher begins to anticipate the happenings of the first year of work. When entering the classroom, the teacher holds a commitment to make a difference. This is a very large goal, and teachers often are vague and rather idealistic about how they will accomplish this goal.

Survival: Around the middle of September and October, realities are setting in. New teachers are faced with many different problems for the first time and have no experience to help solve them. Most teachers feel they are running to stay up with things and don't have time to reflect on their work and continue to prepare.

Disillusionment: This happens around the middle of October and runs into January. This is the "hit-the wall" time after working nonstop since the beginning of school. This stage will vary in intensity and length. Novice teachers begin to second-guess their abilities, commitment, and worth in the teaching field. Teachers may get sick during this time because of fatigue. Many events are occurring during this time such as back-to-school night, their evaluation with their administrator, and parent conferences, etc. This phase is usually the toughest challenge to overcome.

The mentor can share materials and offer tips for managing this phase. Mentors need to support the protégé and examine what has been accomplished and what can be given up as unnecessary or ineffective routines. They need to also acknowledge the protégé's feelings of inadequacy and not diminish them by suggesting that these feelings will just go away.

Rejuvenation: A winter break will mark a transition in the pace of the school year. Being with family and friends over the break helps the teacher become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new teachers will begin to sense their accomplishments thus far. This phase will last into spring. There will be a sense of urgency as the year is coming to an end, that things must be accomplished.

Reflection: The last weeks of the first year are good for reflecting and taking stock in their work. Mentors are essential in helping new teachers remember how far they have come and what they have learned, what they would modify, and what could be set aside.

Reflective Practice: Establishing reflective practice is important to all teachers because teaching is conducted in the isolation of the classroom. Taking 15-20 minutes per week to write your thoughts about teaching can bring teaching practice into focus. Reflective dialogue with a partner is one way of looking at the practice of teaching. Another way is through journal writing of happenings along with your reaction to what happened. Notes about your teaching experiences do not have to be formal writings.

References:

Daresh, J. C. (2003). Teachers Mentoring Teachers. Thousand Oaks, CA: Corwin Press, Inc. Jonson, D. F. (2002). Being an Effective Mentor. Thousand Oaks, CA: Corwin Press, Inc. Lipton, L., & Wellman, B. (2003). Mentoring matters: A Practical Guide to Learning Focused Relationships. Sherman CT: MiraVia, LLC. Portner, H. (2002). Being Mentored: A Guide for Protégés. Thousand Oaks, CA: Corwin Press, Inc. Udelhofen, S., & Larson, K. (2003). The Mentoring Year. Thousand Oaks, CA: Corwin Press, Inc.

Learning Experience Alignment with Missouri Beginning Teacher Assistance Program:

Domain	Competency	Skill	Learning Experience(s) for Domain
Classroom Manager & Community Builder Classroom management; time, space, transitions and activity management; and awareness of diverse classroom, school, and community cultures.	Promotes Diversity Sensitivity	Promotes respect for all and fosters student development of diversity sensitivity	Annual Program executive summary to share with stakeholders (should address the five standard/quality indicators from program evaluation).
	Builds Relationships & Culture	recognizes school and community culture and creates culturally responsive relationships built on trust and mutual respect for all.	
	Works in a Community of Practice	(with a mentor) participates in a community of practice to share evidence of effectiveness and progress towards curricular goals, plan curricular revisions, and discuss meeting student needs.	
	Accesses & Builds Systemic Services & Supports	(with a mentor) identifies and/or accesses systemic services/supports within the classroom, school, district, and/or community to meet student needs.	
	Creates & Manages a Learning Environment	implements classroom layouts and organizational strategies that include structures designed to (a) promote student interaction, (b) meet student needs and well-being, (c) minimize disruption, (d) allow teacher movement for monitoring student progress, (e) increase & manage student productivity, and (f) encourage self-directed student learning.	Classroom Expectation Plan includes grading policies/procedures (classroom/lab) One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons. Plan should create a Novel Teaching Idea that focuses on student assessment. (See handbook for Novel Teaching Ideas Requirements)
	Manages Behavior	(with a mentor) develops research-based: (a) classroom behavior expectations and (b) effective classroom practices and implements strategies to discourage inappropriate behaviors and methods for identifying students needing more intensive behavioral support.	
	Monitors Progress Towards Goals	gathers information during lessons about student progress towards lesson learning targets and modifies strategies to meet student needs.	
	Communicates Progress Towards Goals	uses tools, such as samples of student work, success criteria, rubrics, performance analysis, evidence of performance, etc. to communicate student progress towards learning goals to students, colleagues, and parents.	

Domain	Competency	Skill	Learning Experience(s) for Domain
Instructional Designer Facilitator of Student Learning and Thinking: Effective instruction; clear learning goals and/or objectives, student voice and choice; and teaching and learning activities with high student engagement.	Develops Research-Based Instruction	(With a mentor) uses research-based lesson planning models/practices to plan lessons that include: (a) lesson targets, (b) activities, tasks, and/or experiences, (c) research-based and/or evidence-based strategies, and (d) methods for monitoring and communicating student progress towards meeting lesson targets.	Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes) Assessment Plan for an Agriculturally Mechanics Shop, Laboratory, or Greenhouse Attended Two Summer Institutes
	Aligns Instruction to Goals, Curriculum, & Assessments	aligns: (a) lesson targets to district curriculum and/or state standards, (b) success criteria to lesson targets, and (c) planning and delivery to the assessment of lesson targets.	Teaching Calendar/ Pacing Guide for Semester 2 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes) One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes) (YEAR 2)
	Differentiates to Meet Student Needs	designs lesson variations to (a) content, (b) process, (c) product, and/or (d) environment based on analysis of student needs.	Develop curriculum for student portfolios with appropriate assessments
	Plans Student Progress Monitoring	plans formal and informal assessment strategies and documentation structures to check and record understanding of lesson targets during instruction.	
	Uses Data to Make Decisions	(With a mentor) uses performance and demographic data to determine the needs of groups of students and plans instruction to meet student needs.	
	Selects, Aligns, & Curates Strategies for Student Learning	selects research-based and/or evidence-based instructional, engagement, and/or assessment strategies that align with learning goals and meet student needs.	
	Designs Learning Tasks, Activities, & Experiences	designs individual/group cooperative activities, tasks, and/or experiences focused on: (a) promoting complex/critical thinking and critical examination of bias, (b) identifying local/global challenges from multiple perspectives, (c) selecting interdisciplinary/diverse solutions, (d) technology integration to enhance learning, and/or (e) increasing learner expression.	
	Facilitates Self-Directed Student Learning	provides students with: (a) feedback, (b) appropriate goals and strategies, and (c) opportunities to reflect on learning.	List of Courses Offered with Descriptions SAE Visit Report form & Documented SAE Using Report Created - Course Priority- Develop A Student Retention/Recruitment Plan for Ag. Program
	Advances Critical Thinking & Problem-Solving	provides opportunities for students to (a) analyze, (b) pose higher-order questions, (c) discuss problems from multiple perspectives, and (d) convey their ideas and/or solutions through product and/or process.	Volunteer at a County Fair with Documentation See Handbook for Details Attend a Local Committee Meeting (Farm Bureau, Fair Board.) OR Conduct an Adult Education Class

			Develop a System for Tracking Mastery of Competencies Develop a Lesson that Utilizes Technology to Develop Critical Thinking
	Promotes Connection of Prior Knowledge to New Information	identifies student prior knowledge and ways of knowing, thinking, and learning and makes connections to the content.	
	Facilitates Student Inquiry & Research	models for or instructs students on the use of basic inquiry and research strategies.	
	Fosters Student Communication & Expression	provides opportunities for learner expression through speaking, writing, listening, and the use of other media that adhere to district policy and student free-expression rights.	
	Promotes Student Use of Technology and Media Tools	gathers and uses resources and technologies designed to promote: (a) collaboration, communication, problem-solving, and the creation of original products, and (b) student use of new knowledge and technological skills to predict, connect ideas, and raise/answer questions.	
	Engages Students in Content	evaluates lessons to identify engaging qualities of work, higher level thinking, and high-probability instructional strategies.	

Domain	Competency	Skill	Learning Experience(s) for Domain
Reflective Learner: Self-Assessment and professional learning.	Increases Knowledge and Skill Through Professional Learning	gathers information, resources, and strategies from observing master teachers, collaborating with a mentor, and attending a beginning teacher assistance program.	Two Principal Teaching Observations Program Philosophy & Program Objectives Observe Another Agriculture Teacher
	Engages in On-Going Reflective Practice	reflects on practice, focusing on (a) efforts to learn school and community culture, (b) use of strategies to promote mutual respect, (c) level of technology and media, communication usage (e.g. SAMR/TIMS), (d) effectiveness of classroom management, and (e) level of empathy towards meeting student needs.	
	Sets Growth Goals	(with a mentor) sets a growth goal based on district evaluation criteria, Missouri Teacher Standards/Growth Guides and/or MTDS Competency Progressions and identifies aligned research-based and/or evidence-based strategies to support growth.	

Domain	Competency	Skill	Learning Experience(s) for Domain
Professional: Effective communication with students, mentors, colleagues, and parents; verbal and nonverbal communication techniques; efficacious use of technology and social media for communications; self-assessment and professional rights and responsibilities.	Understands & Promotes the Profession	aligns practices to Missouri Teacher Standards/MTDS Competencies, professional codes of conduct, and district policies/procedures; considers the benefits of professional association membership, develops a personal philosophy of teaching, and gains awareness of regional professional educational communities (e.g. RPDCs).	Individual Mentoring Plan Mentor Observation Form Summer Calendar to District Supervisor Protégé Observation Form Missouri Vocational Ag. Teachers Summer Conference September Statewide 1st Year Protégé & Mentor Meeting November Statewide Protégé & Mentor Meeting (Y1 & Y2)
	Supports School District Vision, Mission, & Goals	understands the district vision, mission, values, and goals and incorporates them into the classroom.	
	Demonstrates Professional Growth & Development	participates in induction programming aligned to the state's mentor standards and BTAP guidelines and documents activities and professional growth/development (e.g. mentor logs, professional development plan)	
	Communicates Professionally	delivers accurate school district messaging to students, families, and colleagues and maintains accurate professional records and confidentiality as warranted.	

Domain	Learning Experience(s) for Domain
Agriculture Education Specific	Locate (or prepare) & Review Chapter Constitution & Bylaws with Mentor or Mentor Teacher Constitution includes structure of chapter officers, election procedures, and officer responsibilities. Create a Program of Activities - POA

Learning Experiences:

Experiences are planned by the mentoring team to support the protégé in undertaking the professional responsibilities of teaching in the building, district, and state. These experiences utilize content area program standards, protégé's classroom situation, strengths, identified needs, and prior experience.

INTENT OF THE MENTORING EXPERIENCE:

- Focus on support for new and returning teachers based on their needs.
- Focus on program standards for student achievement within the protégé's specific program area.
- Offer a variety of effective professional development activities for teaching and learning practices; and to
- Create a plan of action that provides a record keeping and accountability system to support the protégé's school district's overall professional development goals.

The learning experiences that each protégé will complete in the agriculture education mentoring program aligns with the Missouri Teacher Development System standards. This is done to ensure that our teachers are networking with other educators, aware of the phases of teaching, build relationships within the community and districts they work, aware of the legal rights and responsibilities of educators and focus on competency-based programming.

Emerging Teacher Year 1 Learning Experiences:

REQUIRED Protégé In-Person Meetings

MVATA Summer Conference Springfield: State-wide agriculture teachers annual conference held in conjunction with MoACTE. Year 1 Mentor and Protégés both attend the Beginning Teacher Meeting on Monday, July 22, 2024. **Registration Required**

Date: 7/22-25/2024

Registration Link: [Click Here](#)

State-wide 1st Year Agriculture Teachers Meeting- Jefferson City, Mo.: State-wide meeting where the mentors will share teaching ideas and best practices with new teachers. **No Registration Required**

Date: 9/16/2024

Area Fall Seminars: State-wide area level professional development seminars where the professional development specialist as well as other teachers present the theme professional development for the year. **Registration Required in Some Areas** (*See area leadership for specifics*)

Date: Varies by Area

November District Mentor/Protégé Workshop: District wide professional development topics presented to help the protégé with teaching, program management, chapter management etc. **No Registration Required**

Date: Varies by District

State-Wide Protégé Meeting- University of Missouri State-wide professional development topics presented to help the protégé with teaching, program management, chapter management etc. **No Registration Required**

Date: 1/18/2024

REQUIRED Mentor/Protégé Cooperative Learning Experiences:

Individual Mentoring Plan: Plan that is developed during the initial meeting between the mentor and the protégé. Its function is to allow the mentor and the protégé to formalize goals, areas of improvement, communication, and other activities to accomplish together throughout the year.

Points: 100 pts.

Due Date: 7/30/2024

Template: [Click Here](#)

Example: [Click Here](#)

Mentor Observation Form: Agriculture Education Mentor visits protégé's school and conduct an on-site visit. During this time the mentor observes a lesson(s) and offers support while at the visit.

Points: 100 pts.

Due Date: 12/30/2024

Link to Observation Form: [Click Here](#)

Protégé Observation Form: Protégé visits the agriculture education mentor at the mentor's school and conducts an on-site visit. During this time the protégé observes a lesson(s) and gains insight on behavior management, chapter/program management, etc.

Points: 100 pts.

Due Date: 4/30/2025

Link to Observation Form: [Click Here](#)

Summer Agriculture Education Calendar: Protégé will complete a summer calendar that highlights: SAE visits, work at county and local fairs, professional development, and any other events that will occur over the summer. This should be turned into the principal and the DESE District Supervisor.

Points: 100 pts.

Due Date: 4/30/2025

Link to Observation Form:

Vocational Agriculture State Reports: Protégé will complete the required state reports (VA2, VA3, VA5) and submit them to DESE.

Points: 300 pts.

Due Date: Through Out the Year

Link to Forms: [Click Here](#)

Community Builder Learning Experiences:

No course priorities have been selected for year one of the beginning teacher assistance program.

Classroom Manager Learning Experiences:

Classroom Expectation Plan: Protégé will complete a plan that will describe the expectations within their classroom, lab areas, greenhouse, shop, and any other instructional areas. This plan should comply with local and district board policies. The plan should also include grading policies and procedures of the department. **The protégé should consult the student handbook and administrator for guidance for specific school district policies.**

Points: 100 pts.

Due Date: 9/30/2024

Link to Template: [Click Here](#)

Link to Examples: [Click Here](#)

Instructional Designer Learning Experiences:

Teaching Calendar/Instructional Calendar/Pacing Guide: Protégé will create a calendar or guide to assist them in planning their lessons and units for the school year. The protégé can create specific calendars/guides that mirror what fits them best. (*Chapter 5 Missouri Ag. Ed. Program Planning Handbook*)

Semester 1: Complete a Teaching Calendar for **TWO** courses and a unit plan for the rest of the classes being taught in semester 1.

Points: 100 pts.

Due Date: 10/30/2024

Link to Template: [Click Here](#)

Link to Example: [Click Here](#)

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-5-course-study-competency-profiles-and-instructional-calendars>

Semester 2: Complete a Teaching Calendar for **TWO** courses and a unit plan for the rest of the classes being taught in semester 2.

Points: 100 pts.

Due Date: 10/30/2024

Link to Template: [Click Here](#)

Link to Example: [Click Here](#)

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-5-course-study-competency-profiles-and-instructional-calendars>

Unit of Instruction: Protégé will create a unit of instruction that is complete with: competencies, appropriate assessments, and resources. The unit should contain a **minimum** of three lessons. (*Chapter 6 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Due Date: 2/28/2025

Link to Template: [Click Here](#)

Link to Program Planning Handbook:

<https://dese.mo.gov/media/pdf/chapter-6-student-assessment-and-lesson-planning>

Facilitator of Student Thinking and Learning- Learning Experiences:

List of Courses Offered with Descriptions: Protégé will complete a list of courses offered in the current school year with course descriptions. The course descriptions should mirror the course descriptions found in the Missouri Agriculture Education Program Planning Handbook. (*Chapter 4 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Due Date: 9/30/2024

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-4-course-selection-descriptions-rationales-and-rotations>

Reflective Learner Learning Experiences:

Principal Observations: Protégé will submit **two** principal observations over the course of the school year. Evaluations can be submitted in whatever form the current school district has.

Points: 100 pts.

Due Date: 4/30/2025

Professional Learning Experiences:

The course priority for this standard is met by attending the required meetings and performing the appropriate observations addressed in the program.

Agriculture Education Learning Experiences:

Chapter Constitution and Bylaws: Protégé will submit the chapters constitution and bylaws that help in the governance of the chapter.

A. Locate (or prepare) & Review Chapter Constitution and Bylaws with mentor or mentor teacher: protégé should locate the current copy of the chapter constitution and bylaws. If no copy is available, the protégé should begin work on creating the two governing documents for the program. The protégé should work with their current mentor or a mentor teacher to review/create these documents.

Points: 100 pts.

Due Date: 9/1/2024

Link to Template: [Click Here](#)

National FFA Resources: [Click Here](#)

B. Chapter Officers: Protégé will ensure that the constitution and bylaws includes structure of chapter officers, election procedures and officer responsibilities.

Points: 100 pts.

Due Date: 9/1/2024

Link to Template: [Click Here](#)

National FFA Resources: [Click Here](#)

Emerging Teacher Year 2 Learning Experiences:

REQUIRED Protégé In-Person Meetings

MVATA Summer Conference Springfield: State-wide agriculture teachers annual conference held in conjunction with MoACTE. Year 1 Mentor and Protégés both attend the Beginning Teacher Meeting on Monday, July 22, 2024. **Registration Required**

Date: 7/22-25/2024

Registration Link: [Click Here](#)

Area Fall Seminars: State-wide area level professional development seminars where the professional development specialist as well as other teachers present the theme professional development for the year. **Registration Required in Some Areas** (See area leadership for specifics)

Date: Varies by Area

November District Mentor/Protégé Workshop: District wide professional development topics presented to help the protégé with teaching, program management, chapter management etc. **No Registration Required**

Date: Varies by District

State-Wide Protégé Meeting- University of Missouri State-wide professional development topics presented to help the protégé with teaching, program management, chapter management etc. **No Registration Required**

Date: 1/18/2024

REQUIRED Mentor/Protégé Cooperative Learning Experiences:

Individual Mentoring Plan: Plan that is developed during the initial meeting between the mentor and the protégé. Its function is to allow the mentor and the protégé to formalize goals, areas of improvement, communication, and other activities to accomplish together throughout the year.

Points: 100 pts.

Due Date: 7/30/2024

Template: [Click Here](#)

Example: [Click Here](#)

Mentor Observation Form: Agriculture Education Mentor visits protégé's school and conduct an on-site visit. During this time the mentor observes a lesson(s) and offers support while at the visit.

Points: 50 pts.

Due Date: 12/30/2024

Link to Observation Form: [Click Here](#)

Protégé Observation Form: Protégé visits the agriculture education mentor at the mentor's school and conducts an on-site visit. During this time the protégé observes a lesson(s) and gains insight on behavior management, chapter/program management, etc.

Points: 50 pts.

Due Date: 4/30/2025

Link to Observation Form: [Click Here](#)

Summer Agriculture Education Calendar: Protégé will complete a summer calendar that highlights: SAE visits, work at county and local fairs, professional development, and any other events that will occur over the summer. This should be turned in to the principal and the DESE District Supervisor.

Points: 50 pts.

Due Date: 4/30/2025

Community Builder Learning Experiences:

Annual Program Executive Summary: Protégé will complete an evaluation of the current program. The Educator will select **five** of the standards/quality indicators to evaluate the program. A summary should be present to at the annual agricultural education advisory council meeting. (See *Quality Standards and Indicators Link*) (*Chapter 2 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Due Date: 4/30/2025

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-2-advisory-committee>

Link to Program Standards and Quality Indicators: [Click Here](#)

Classroom Manager Learning Experiences:

Unit of Instruction & Novel Teaching Idea: Protégé will complete the following:

A. Unit of Instruction: One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons. Plan should create a Novel Teaching Idea that focuses on student assessment. (See description below for Novel Teaching Ideas requirements) (*Chapter 6 Missouri Ag. Ed. Program Planning Handbook*)

Points: 50 pts.

Due Date: 10/30/2024

Link to Template: [Click Here](#)

Link to Program Planning Handbook:

B. Novel Teaching Idea: Protégé present a novel teaching idea that focuses on assessment of student learning in that was used in the unit of instruction that was created. Each protégé should create a 1-2 page summary of the idea. The protégé can also add links to the summary to provide resources to other proteges.

Points: 50 pts.

Due Date: 10/30/2024

Instructional Designer Learning Experiences:

The Protégé will select **TWO** of the following learning experiences to complete to meet the standard of Instructional designer.

Deadlines for Instructional Designer:

Experience Selection Number One: 9/30/2024

Experience Selection Number One: 12/30/2024

Assessment Plan for an Agricultural Mechanics Shop, Laboratory or Greenhouse:

Protégé will create a plan on how they assess student learning and accountability while in the various locations found within agriculture education programs. This should include grading policy, assessments, and competencies that are assessed.

Points: 50 pts.

Attendance to TWO Summer Institutes Protégé will attend two summer institutes and complete a one-page double spaced write up of how they will apply what they learned to their classes.

Points: 50 pts.

Teaching Calendar/Instructional Calendar/Pacing Guide: Protégé will create a calendar or guide to assist them in planning their lessons and units for the school year. The protégé can create specific calendars/guides that mirror what fits them best. For this assignment the protégé should include **TWO** teaching calendars for **TWO** courses and a unit plan for the rest of the classes being taught in semester 1. (*Chapter 5 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Student Portfolios: Protégé will develop curriculum for students to create a portfolio that demonstrates their knowledge of contest. It will also contain appropriate assessments and any certifications. (*Chapter 5 Missouri Ag. Ed. Program Planning Handbook*)

Points: 50 pts.

Facilitator of Student Thinking and Learning- Learning Experiences:

The Protégé will select **ONE** of the following learning experiences in addition to the Course priority to complete to meet the standard.

Deadlines for Facilitator of Student Thinking and Learning:

Experience Selection Number One: 2/28/2025

COURSE PRIORITY (Required) SAE Visit & SAE Visit Report form: Protégé will create a form that will be used when conducting an SAE visit. After the form has been completed, the protégé will conduct an SAE visit and use the form they created for documentation that the visit was conducted. (*Chapter 8 Missouri Ag. Ed. Program Planning Handbook*)

Points: 50 pts.

Due Date: 3/30/2025

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/program-planning-handbook-chapter-8>

Student Recruitment/ Retention Plan: Protégé will develop a recruitment/retention plan to that will market their program to their students. The protégé should include the activity within their chapters Program of Activity's.

Points: 50 pts.

Volunteer at a Local/County Fair: Protégé will work with local/county officials to assist at a county fair. To receive points for this activity, the protégé will summarize what they did in a one-page double spaced summary.

Points: 50 pts.

Volunteer at a Local/Community Adult Education or Meeting: Protégé will work with local/county officials to assist at a county fair. To receive points for this activity, the protégé will summarize what they did in a one-page double spaced summary.

Points: 50 pts.

Mastery of Competencies: Protégé will a system that will track the mastery of the agriculture education competencies found on the DESE website.

Points: 50 pts.

Technology In the Classroom: Protégé will develop a lesson that utilizes technology in the classroom that will develop or cause critical thinking. The protégé should turn in any documentation of how the lesson was implemented.

Points: 50 pts.

Reflective Learner Learning Experiences:

*The Protégé will select **ONE** of the following learning experiences to complete to meet the standard of Reflective Learner.*

Deadlines for Reflective Learning:

Experience Selection Number One: 4/30/2025

Program Philosophy & Objectives: Protégé will develop a program philosophy and a list of objectives to help achieve that philosophy. The protégé should reference the Program Planning Handbook for this assignment. (*Chapter 1 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-1-program-philosophy-and-objectives>

Principal Observations: Protégé will submit **ONE** principal observation over the course of the school year. Evaluations can be submitted in whatever form the current school district has.

Points: 100 pts.

Teacher Observation: Protégé will observe another agriculture education teacher and complete an additional protégé observation form. This observation should not be completed by observing the current mentor teacher. **Points: 100 pts.**

Professional Learning Experiences:

The course priority for this standard is met by attending the required meetings and performing the appropriate observations addressed in the program.

Agriculture Education Learning Experiences:

Program of Activities: Protégé will work to develop and Program of Activities to use within their program. The POA should encompass the ideals and standards of the State & National POA Model but can be in the form of whatever works best for the chapter. (*Chapter 9 Missouri Ag. Ed. Program Planning Handbook*)

Points: 100 pts.

Due Date: 11/30/2024

Link to Template: [Click Here](#)

Link to Program Planning Handbook: <https://dese.mo.gov/media/pdf/chapter-9-ffa-chapter-program-activities>



First Year Induction and Mentoring Program 2024-2025

Protégé Name: _____	Protégé School: _____	District: _____
Mentor Name: _____	Mentor School: _____	Area: _____
		Registration Fee Y N

Directions: The first year Protégé should complete the following course priority learning experiences below. The protégé must complete a minimum of 70% to complete the Induction I Program.

Required Meetings		Date	Pts.	Pts.	Mentor Review
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24		50	
2	Mentor Protégé State Meeting in Jefferson City	9/16/24		50	
3	Fall Area Seminars	Per Area		50	
4	November District Mentor/Protégé Meetings	Per District		50	
5	Protégé State Meeting at University of Missouri	1/18/25		50	
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25		50	
Mentor/Protégé Cooperative Learning Experiences. - REQUIRED -		Due Date	Pts.	Pts.	Mentor Review
1	Individual Mentoring Plan	7/30/24		100	YES
2	Mentor Observation Form	12/30/24		100	YES
3	Protégé Observation Form	4/30/25		100	YES
4	Summer Calendar to District Supervisor	4/30/25		100	YES
5	VA State Reports (VA 2, VA3, VA5)	Through Out Yr		300	YES
Community Builder: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
Classroom Manager: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Classroom Expectation Plan includes grading policies/procedures (classroom/lab)	9/30/24		100	YES
Instructional Designer: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)	10/30/24		100	YES
2	Teaching Calendar/ Pacing Guide for Semester 2 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)	12/30/24		100	YES
3	One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons	2/28/25		100	YES
Facilitator of Student Thinking and Learning: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	List of Courses Offered with Descriptions	9/30/24		100	YES
Reflective Learner: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Two Principal Teaching Observations	4/30/25		100	YES
2					
Professional: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
<i>Requirement satisfied through the following:</i>					
<i>Individual Mentoring Plan</i>					
<i>Mentor Observation Form</i>					
<i>Protégé Observation Form</i>					
Agricultural Education : Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
Chapter Constitution & Bylaws:					
A.	Locate (or Prepare) & Review Chapter Constitution & Bylaws with Mentor or Mentor Teacher	9/1/24		100	YES
B.	Constitution includes structure of chapter officers, election procedures, and officer responsibilities.	1/31/25		100	YES
Total Points				1500	

Second Year Induction and Mentoring Program 2024-2025

Protégé Name: _____

Protégé School: _____

District: _____

Mentor Name: _____

Mentor School: _____

Area: _____

Registration Fee	Y N
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Directions: The second year Protégé should complete the following course priority learning experiences below. The protégé must complete a minimum of 70% to complete the Induction II Program.

Required Meetings		Date	Pts.	Pts.	Mentor Review
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24		50	
2	Mentor Protégé State Meeting in Jefferson City	9/16/24		50	
3	Fall Area Seminars	Per Area		50	
4	November District Mentor/Protégé Meetings	Per District		50	
5	Protégé State Meeting at University of Missouri	1/18/25		50	
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25		50	
Mentor/Protégé Cooperative Learning Experiences. - REQUIRED -		Due Date	Pts.	Pts.	Mentor Review
1	Individual Mentoring Plan	7/30/24		50	YES
2	Mentor Observation Form	12/30/24		50	YES
3	Protégé Observation Form	4/30/25		50	YES
4	Summer Calendar to District Supervisor	4/30/25		50	YES
Community Builder: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Annual Program executive summary to share with stakeholders (Should address the five standard/quality indicators from program evaluation)	4/30/25		100	YES
Classroom Manager:		Due Date	Pts.	Pts.	Mentor Review
1	One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons. Plan should create a Novel Teaching Idea that focuses on student assessment. (See syllabus for Novel Teaching Ideas Requirements)	10/30/24		100	YES
Instructional Designer: Learning Experiences- Protégé Pick TWO Learning Experiences to Complete		Due Date	Pts.	Pts.	Mentor Review
1	Assessment Plan for an Agriculturally Mechanics Shop, Laboratory, or Greenhouse	Experience 1 DUE: 9/30/2024;		50	YES
2	Attended Two Summer Institutes	Experience 2 DUE:12/30/2024		50	YES
3	Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)			50	YES
4	Develop curriculum for student portfolios with appropriate assessments			50	YES
Facilitator of Student Thinking and Learning: Learning Experiences- Protégé Pick 1 Learning Experiences in addition to the Course Priority Experience		Due Date	Pts.	Pts.	Mentor Review
1	SAE Visit Report form & Documented SAE Using Report Created - Course Priority-	3/30/2024		50	YES
2	Develop A Student Retention/Recruitment Plan For Ag. Program	Selected Experience DUE: 2/28/2025		50	YES
3	Volunteer at a County Fair With Documentation See Syllabus for Details			50	YES
4	Attend a Local Committee Meeting (Farm Bureau, Fair Board etc.) OR Conduct an Adult Education Class			50	YES
5	Develop a System For Tracking Mastery of Competencies			50	YES
6	Develop a Lesson that Utilizes Technology to Develop Critical Thinking			50	YES
Reflective Learner: Learning Experiences- Protégé Pick ONE Learning Experiences to Complete		Due Date	Pts.	Pts.	Mentor Review
1	Program Philosophy & Program Objectives	Experience DUE: 4/30/2024		100	YES
2	One Principal Teaching Observation			100	YES
3	Observes Another Agriculture Teacher			100	YES
Professional: Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Requirement satisfied through the following:				
2	Individual Mentoring Plan				
3	Mentor Observation Form				
4	Protégé Observation Form				
Agricultural Education : Learning Experiences		Due Date	Pts.	Pts.	Mentor Review
1	Create a Program of Activities - POA	11/30/2024		100	YES
		Total Points		1200	

Submission of Learning Experiences

All learning experiences must be first sent to the mentor for review. The mentor should review the learning experience in a timely manner and provide feedback to the protégé. This feedback should consist of suggestions to improve the learning experience, usefulness in the agriculture education program, and any other information needed. Mentors **should** include what feedback they are giving in the Monthly Mentor Report.

Once the mentor has reviewed the learning experience, the protégé should submit the assignment to the designated location.

All Learning experiences will be submitted via google forms. This form can be located on the *Missouri Agriculture Education Professional Development* website. The website is located on the Agriculture Education DESE page.

Teacher Induction Program for Graduate Credit

The new teacher assistance program can be taken for graduate credit. Protégé's should contact the universities prior to the start of the semester for the perspective universities. Graduate credit can be taken from the following universities:



University Contacts:

Missouri State University:

Jim Hutter
jameshutter@missouristate.edu

Northwest Missouri State University:

Jackie Lacey
jlacy@nwmissouri.edu

University of Missouri

PD Specialist

Email

Agricultural Education – High School First Year Teacher Induction and Mentoring Program Syllabus for 2024-2025

Candidate

Professional Development Specialist
Agricultural Education
116 Gentry Hall
Columbia, MO 65211-7040
Phone: (573) 882-7379 Cell:

Agricultural Education Teacher Induction and Mentoring Program

For all teachers in a district, professional development is an integral part of their job responsibilities and expectations. The Agricultural Education Professional Development Induction and Mentoring Program is designed to meet the needs of teachers focusing on improving instructional effectiveness/student achievement and providing a connection to

the statewide community of agricultural educators. The Agricultural Education Mentoring Program provides support and guidance for new teachers by encouraging activities the protégé should accomplish with assistance from their mentor planned around the Standards and Quality Indicators for Agriculture Education Program Improvement.

Participation in the Induction Program provides the following towards professional certification:

- Over 90 contact hours of appropriate Professional Development in years 1 & 2
- Documentation of continued progress with his/her professional development plan
- Successfully participating in a yearly performance-based teacher evaluation program
- Mentoring for two-years
- Participation in a beginning teacher assistance program

The Agricultural Education Mentoring Program for New and Returning Teachers offers an efficient and effective partnership with the local district's induction activities, emphasizing Agricultural content-specific pedagogy.

Program Certification: This meets the DESE (Department of Elementary & Secondary Education) requirements for a Mentor Assistance Program. Additionally, it meets the requirements for a beginning teacher assistance program (BTAP) from a Missouri college or university. <http://dese.mo.gov/educator-quality/certification/routes-certification> The Professional Development Specialist will report to DESE teachers who complete the Induction Program. The following objectives/ requirements must be met as part of the teacher certification process:

Objectives: The assignments and activities outlined require first-year teachers to demonstrate the achievement of the following tasks consistent with program standards for secondary agriculture programs in Missouri:

1. Create and implement a program plan for the secondary agriculture program.
2. Implement effective instructional strategies to prepare qualified employees for the agriculture food, fiber, and natural resources industry.
3. Develop plans and strategies to provide students with leadership opportunities and demonstrate how FFA helps students make connections between school, their lives, and future agriculture careers.
4. Develop plans and strategies to accomplish tasks that are crucial to the success of a secondary agriculture program.
5. Solve problems and make decisions encountered by secondary teachers of agriculture.
6. Develop an awareness of professional growth opportunities that relate to teacher and agriculture program relevance, competence, and technological change.
7. Enhance technical agriculture knowledge and skills.

References and Materials:

Agricultural Education Program Planning Handbook for Missouri Schools (5th ed.) (2003). Jefferson City, MO: Joint Staff in Agricultural Education, Missouri Department of Elementary and Secondary Education. Available at: <http://dese.mo.gov/college-career-readiness/career-ed-programs/agricultural-ed/agricultural-education-planning-handbook>

Local Program Success: Building Quality Agricultural Education Programs. The National FFA Organization. Available at: <http://www.teamaged.org/> or www.FFA.org/home

Standards and Quality Indicators for Agriculture Program Improvement (2000). Jefferson City, MO: Joint Staff in Agricultural Education, Missouri Department of Elementary and Secondary Education. Available at: <http://dese.mo.gov/college-career-readiness/career-education/career-education-programs/agricultural-education/program>

Being Mentored: A Guide for Protégés (2002). Hal Portner. Corwin Press, Inc., Thousand Oaks, California. www.corwinpress.com

Missouri Agricultural Education Competency Profiles Resources
<http://dese.mo.gov/college-career-readiness/career-education/agricultural-education/agricultural-education>

First Year Teacher Induction and Mentoring Program

Required Meetings		Date	Pts.
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24	50
2	Mentor Protégé State Meeting in Jefferson City	9/16/24	50
3	Fall Area Seminars	Per Area	50
4	November District Mentor/Protégé Meetings	Per District	50
5	Protégé State Meeting at University of Missouri	1/18/25	50
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25	50

2024 - 2025 First Year Teacher Induction and Mentoring Program Syllabus Program/Course Requirements and Expectations

Required Meetings		Date	Pts.	Pts.
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24		50
2	Mentor Protégé State Meeting in Jefferson City	9/16/24		50
3	Fall Area Seminars	Per Area		50
4	November District Mentor/Protégé Meetings	Per District		50
5	Protégé State Meeting at University of Missouri	1/18/25		50
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25		50
Mentor/Protégé Cooperative Learning Experiences. - REQUIRED -		Due Date	Pts.	Pts.
1	Individual Mentoring Plan	7/30/24		50
2	Mentor Observation Form	12/30/24		50
3	Protégé Observation Form	4/30/25		50
4	Summer Calendar to District Supervisor	4/30/25		50

5	VA State Reports (VA 2, VA3, VA5)	Through Out Yr		150
Community Builder: Learning Experiences		Due Date	Pts.	Pts.
Classroom Manager: Learning Experiences		Due Date	Pts.	Pts.
1	Classroom Expectation Plan includes grading policies/procedures (classroom/lab)	9/30/2 4		100
Instructional Designer: Learning Experiences		Due Date	Pts.	Pts.
1	Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)	10/30/ 24		100
2	Teaching Calendar/ Pacing Guide for Semester 2 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)	12/30/ 24		100
3	One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons	2/28/2 5		100
Facilitator of Student Thinking and Learning: Learning Experiences		Due Date	Pts.	Pts.
1	List of Courses Offered with Descriptions	9/30/2 4		100
Reflective Learner: Learning Experiences		Due Date	Pts.	Pts.
1	Two Principal Teaching Observations	4/30/2 5		100
Professional: Learning Experiences		Due Date	Pts.	Pts.
	<i>Requirement satisfied through the following:</i>			
	<i>Individual Mentoring Plan</i>			
	<i>Mentor Observation Form</i>			
	<i>Protégé Observation Form</i>			
Agricultural Education : Learning Experiences		Due Date	Pts.	Pts.
Chapter Constitution & Bylaws:				
A.	Locate (or Prepare) & Review Chapter Constitution & Bylaws with Mentor or Mentor Teacher	9/1/24		100
B.	Constitution includes structure of chapter officers, election procedures, and officer responsibilities.	1/31/2 5		100
Total Points				1450

“Learning Experiences” (assignments) **must be reviewed by the mentor prior to submission.** The **MENTOR’S COMMENT FORM** should accompany assignment when submitted (emailed comments from the Mentor will be accepted.)

Protégé is responsible for completing and submitting all assignments (either hardcopy or emailed) to Professional Development Specialist, 114 Gentry Hall, University of MO, Columbia, MO 65211.

Induction Program Administrative Fee – To cover the cost associated with conducting the Protégé/Mentor Induction Program, Protégés are required to pay a **\$110** administrative fee. To register for the Induction Program you will enroll through judgingcard.com and the fee will be billed to your local school. **Deadline to enroll is November 30, 2022.**

Teachers are encouraged to contact their local Professional Development committee for assistance.

DESE Support: The Department of Elementary and Secondary Education provides support for participation in the Induction Program. Protégés will need to complete and submit to DESE the **“Protégé Application for Participation in Career Education Mentoring Program”** for the local district to receive **\$200** upon the Protégé completing the Induction program. The local district will determine how the funds will be used to cover expenses related to the Career Education Mentoring Program.

College Credit: Two credit hours. ***Teachers are encouraged to enroll for college credit with the University of their choice.*** It is the responsibility of the teacher to contact the University to complete enrollment. *College tuition cost is above the Induction Program administrative fee.*

Course Description: Continuing education course for the professional development of first-year teachers of agriculture. The course focuses on pedagogical knowledge, skills, and attitudes and managerial skills needed by beginning teachers of agriculture.



**Missouri State University
Induction I**



**Northwest Missouri State University
Induction Year I**



**University of Missouri-Columbia
Induction Year Teaching I**

GRADING SCALE

A = 90.0%-100.0% B = 80.0%-89.9% C = 70.0%-79.9% F = <70.0%

ACADEMIC HONESTY STATEMENT(S)

Missouri State University: Any student participating in any form of academic dishonesty will be subject to sanctions as described in the *Student Academic Integrity Policies and Procedures*, which can be found at <http://www.missouristate.edu/academicintegrity/>

Northwest Missouri State University: Academic honesty is essential to the integrity of the mission and success of the university and is expected of all students. It is the responsibility of every student to avoid dishonest practices. There are eight broad areas of academic dishonesty: (1) obtaining unauthorized aid or information; (2) giving unauthorized aid or information; (3) committing plagiarism from written, electronic or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using library resources unethically; (7) using computer resources unethically; (8) knowingly assisting in any of the above practices. For Northwest Missouri State University academic policies, visit <http://www.nwmissouri.edu/academics/catalog.htm>.

University of Missouri: Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

INTELLECTUAL PLURALISM STATMENT

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ACCESSIBILITY STATEMENT(S)

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University of Missouri: If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a note taker or extended time on exams), students must also register with the Office of Disability Services, (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Agricultural Education Second Year Teacher Induction and Mentoring Program Syllabus for 2024-2025

Candidate

Professional Development Specialist
Agricultural Education
116 Gentry Hall
Columbia, MO 65211-7040
Phone: (573) 882-7379 Cell:

Agricultural Education Teacher Induction and Mentoring Program

For all teachers in a district professional development is an integral part of the career responsibilities and expectations. The Agricultural Education Professional Development Induction and Mentoring Program for **second-year teachers** is a continuation of the first year's induction program. The program is designed to meet the professional needs of the teacher by focusing on success in the Agricultural Education career through continual instruction improvement and student achievement. The Agricultural Education Mentoring Program provides support and guidance for agriculture education teachers by encouraging activities the second year protégé should accomplish with assistance from the mentor planned specifically around the Standards and Quality Indicators for Agriculture Education Program Improvement.

Participation in the **Second Year Teacher Induction Program** provides the following towards professional certification:

- Over 90 contact hours of appropriate Professional Development in years 1 & 2
- Documentation of continued progress with his/her professional development plan
- Successfully participating in a yearly performance-based teacher evaluation program
- Mentoring for the second year
- Participation in a beginning teacher assistance program

The Agricultural Education Mentoring Program for Returning Teachers offers an efficient and effective partnership with the local district's induction activities, emphasizing Agricultural content-specific pedagogy.

Certification: This meets the DESE requirements for a Mentor Assistance Program. Additionally, it meets the requirements for a beginning teacher assistance program from a Missouri college or university. <http://dese.mo.gov/educator-quality/certification/routes-certification> The Professional Development Specialist will report to DESE the teachers who

have completed the Induction Program. These requirements must be met as part of the teacher certification process.

Program/Course Objectives: The assignments and activities for second-year teachers will demonstrate achievement of the following tasks that are consistent with program standards for secondary agriculture programs in Missouri:

1. Create and implement a program plan for the secondary agriculture program.
2. Implement effective instructional strategies to prepare qualified employees for the agriculture food, fiber, and natural resources industry.
3. Develop plans and strategies to provide students with leadership opportunities and demonstrate how FFA helps them make connections between school, their lives, and future agriculture careers.
4. Develop plans and strategies to accomplish tasks that are crucial to the success of a secondary agriculture program.
5. Solve problems and make decisions encountered by secondary teachers of agriculture.
6. Develop an awareness of professional growth opportunities that relate to teacher and agriculture program relevance, competence, and technological change.
7. Enhance technical agriculture knowledge and skills.

References and Materials:

Agricultural Education Program Planning Handbook for Missouri Schools (5th ed.) (2003). Jefferson City, MO: Joint Staff in Agricultural Education, Missouri Department of Elementary and Secondary Education. Available at: <http://www.aged.missouri.edu>

Local Program Success: Building Quality Agricultural Education Programs. The National FFA Organization. Available at: <http://www.teamaged.org/> or www.FFA.org

NQPS – National Quality Program Standards at <https://ffa.learn.com/learncenter.asp?id=178418>

Agriculture Teachers Manual (1998). National FFA Organization. Available at: www.FFA.org

Being Mentored: A Guide for Protégés (2002). Hal Portner. Corwin Press, Inc., Thousand Oaks, California. www.corwinpress.com

Second Year Teacher Induction and Mentoring Program Session Dates, Times, and Locations

Required Meetings		Date	Pts.
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24	50
3	Fall Area Seminars	Per Area	50
4	November District Mentor/Protégé Meetings	Per District	50
5	Protégé State Meeting at University of Missouri	1/18/25	50
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25	50

2024 - 2025 Second Year Teacher Induction and Mentoring Program Syllabus Program/Course Requirements and Expectations

Required Meetings		Date	Pts.
1	MVATA Summer Conference: Springfield, Mo.	7/22-25/24	50
3	Fall Area Seminars	Per Area	50
4	November District Mentor/Protégé Meetings	Per District	50
5	Protégé State Meeting at University of Missouri	1/18/25	50
6	1- Mentor & Protege Individual Meeting (Zoom or In-Person)	4/30/25	50
Mentor/Protégé Cooperative Learning Experiences. - REQUIRED -		Due Date	Pts.
1	Individual Mentoring Plan	7/30/24	50
2	Mentor Observation Form	12/30/24	50
3	Protégé Observation Form	4/30/25	50
4	Summer Calendar to District Supervisor	4/30/24	50
Community Builder: Learning Experiences		Due Date	Pts.
1	Annual Program executive summary to share with stakeholders (Should address the five standard/quality indicators from program evaluation)	4/30/25	100
Classroom Manager:		Due Date	Pts.
1	One unit of instruction with competencies, appropriate assessment methods and resources. Minimum of 3 lessons. Plan should create a Novel Teaching Idea that focuses on student assessment. (See syllabus for Novel Teaching Ideas Requirements)	10/30/24	100
Instructional Designer: Learning Experiences- Protégé Pick <u>TWO</u> Learning Experiences to Complete		Due Date	Pts.
1	Assessment Plan for an Agriculturally Mechanics Shop, Laboratory, or Greenhouse	Experience 1 DUE: 9/30/2024 ; Experience 2 DUE: 12/30/2024	50
2	Attended Two Summer Institutes		50
3	Teaching Calendar/ Pacing Guide for Semester 1 (2- Teaching Calendars for two classes & Unit Plan for rest of Classes)		50
4	Develop curriculum for student portfolios with appropriate assessments		50
Facilitator of Student Thinking and Learning: Learning Experiences- Protégé Pick 1 Learning Experiences in addition to the Course Priority Experience		Due Date	Pts.

1	SAE Visit Report form & Documented SAE Using Report Created - Course Priority-	3/30/24	50
2	Develop A Student Retention/Recruitment Plan For Ag. Program	Selected Experience DUE: 2/28/2025	50
3	Volunteer at a County Fair With Documentation <i>See Syllabus for Details</i>		50
4	Attend a Local Committee Meeting (Farm Bureau, Fair Board.) OR Conduct an Adult Education Class		50
5	Develop a System For Tracking Mastery of Competencies		50
6	Develop a Lesson that Utilizes Technology to Develop Critical Thinking		50
Reflective Learner: Learning Experiences- Protégé Pick ONE Learning Experiences to Complete		Due Date	Pts.
1	Program Philosophy & Program Objectives	Experience	100
2	One Principal Teaching Observation	DUE:	100
3	Observes Another Agriculture Teacher	4/30/2024	100
Professional: Learning Experiences		Due Date	Pts.
1	<i>Requirement satisfied through the following:</i>		
2	<i>Individual Mentoring Plan</i>		
3	<i>Mentor Observation Form</i>		
4	<i>Protégé Observation Form</i>		
Agricultural Education : Learning Experiences		Due Date	Pts.
1	Create a Program of Activities - POA	11/30/24	100
Total Points			1050

****All “Learning Experiences”** (assignments) **must be reviewed by the mentor prior to submission. The MENTOR’S COMMENT FORM should accompany the assignment when submitted** (emailed comments from the Mentor will be accepted). **All assignments are to be completed and submitted** (either hardcopy or emailed), **by the protégé** to the Professional Development Specialist, Agricultural Education 116 Gentry Hall, University of Missouri, Columbia, MO 65211 by due dates.

Induction Program Administrative Fee: – To cover the cost associated with conducting the Protégé/Mentor Induction Program, Protégé’s are required to pay a **\$60** administrative fee. To register for the Induction Program, you will enroll through judgingcard.com and the fee will be billed to your local school. ***Deadline to enroll is November 30th, 2022.***

Teachers are encouraged to contact their local Professional Development committee for assistance.

Program/Course Description: Continuing education course for the professional development of second-year teachers of agriculture. The course focuses on pedagogical knowledge, skills, and attitudes and managerial skills needed by second year teachers of agriculture.

College Credit: Two credit hours. **Teachers are encouraged to enroll for college credit with the University of their choice.** It is the responsibility of the teacher to contact the University to complete enrollment. College tuition cost is above the Induction Program administrative fee.



Missouri State University Induction II



Northwest Missouri State University Induction Year II



University of Missouri-Columbia Induction Year Teaching II

GRADING SCALE

A = 90.0%-100.0% B = 80.0%-89.9% C = 70.0%-79.9% F = <70.0%

ACADEMIC HONESTY STATEMENT(S)

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Northwest Missouri State University: Academic honesty is essential to the integrity of the mission and success of the university and is expected of all students. It is the responsibility of every student to avoid dishonest practices. There are eight broad areas of academic dishonesty: (1) obtaining unauthorized aid or information; (2) giving unauthorized aid or information; (3) committing plagiarism from written, electronic or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using library resources unethically; (7) using computer resources unethically; (8) knowingly assisting in any of the above practices. For Northwest Missouri State University academic policies, visit <http://www.nwmissouri.edu/academics/catalog.htm>.

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